**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 4 Week 4 Story Title: America’s Champion Swimmer: Gertrude Ederle**

**Monday**- Use TE DI -32- 1) Preteach Phonics- Suffixes er, or, ess, ist- Write *reader, actor, hostess, & organist.* Say: *Each of these words has a suffix that means “someone who does something”.* Cover the suffix in reader. Ask: *What is this word? What does it mean?* Uncover the suffix “er”. Ask: *What does this word mean?* (someone who reads) Repeat with actor, hostess, & organist. Explain that the suffix “ess” always refers to a woman who does something.2) Preview Decodable Reader 19: *Teller, Teacher, Seller, Sailor-* Read/discuss words: Review the words on Decodable Reader pg25; blend the following story words: discuss, blurted, silent, canvases, admire, whistle, sleek, eager. Discuss the meaning of the words, too. 3) Preview Decodable Reader 19 with a Picture Walk Talk & make predictions about what the story is going to be about. Students will listen to the teacher model read the Decodable Reader 19 orally to the students for fluency.

**Tuesday**- Use TE DI-24- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: celebrate, continued, current, drowned, medals, stirred, & strokes. 2) Practice decoding, reading, slashing out syllables with Multisyllabic Words: write *reporter* & model how to chunk the word to read it. Say: *This is a 3-symbol word formed from the base word report & the suffix “er”. First I cover the suffix & read the base word: re port, report. Then I blend the base word & the suffix to read the whole word: report er, reporter. The suffix “er” means “someone who does something,” so reporter means “someone who reports”.* Continue with words: photographer, determined, editorial, lanolin, foghorns, & athletic. 3) Choral/Echo read typed version of Decodable Reader 19 for fluency practice. 4) Highlight Spelling Patterns from Monday’s lesson. 5) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE DI-36, 93, & 97- 1) Target Skill- fact/opinion- Discuss the meaning & examples from pg TE DI-36 & pg 86 & 93. 2) Target Strategy- Monitor/Fix Up- review pg 86. Also reread pg 95 & 97 to review Monitor/Fix Up. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing. 4) Reread Decodable Reader 19- Highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order. 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader 19 - Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one.